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ABSTRACT

This interdisciplinary guide to public policy for adult education has four objectives: (1) to provide both information about the supply of federal information on the topic and assistance with searching federal sources; (2) to build a basic understanding of federally produced information on an interdisciplinary topic; (3) to introduce the researcher to federal information resources using different formats and types of publications; and (4) to provide research assistance for adult educators and students. A brief discussion of the need for such a guide and the objectives of this one in particular is followed by an introduction to the federal system, including the "depository system," the functions of the Superintendent of Documents and the Government Printing Office, and electronic access to the "Monthly Catalog of U.S. Government Publications" via OCLC and commercially produced CD-ROMs. The next section provides background information about adult functional illiteracy, describes the range of persons affected by it, and identifies congressional efforts to combat illiteracy. A 12-item bibliography lists both governmental and nongovernmental sources for information on adult functional literacy. Following this, a section of commentary on specific information sources describes both federal and commercial publications providing access to or information on legislative and educational issues; general sources for facts and data; congressional hearings; and legislation and regulations. The next section contains an annotated bibliography listing 26 publications produced by the U.S. Department of Education and one by the U.S. Bureau of the Census, including seven specific sources for facts and data; 13 congressional committeee hearings; and 13 titles on federal legislation and regulations. Appended materials contain a list of seven additional titles; an explanation of various components of a sample entry in the "American Statistical Index" (ASI), "Congressional Information Services" (CSI), and the "Monthly Catalog"; and a list of acronyms used in the guide. (MAB)

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FEDERAL INFORMATION SOURCES

for

ADULT ILLITERACY

Christine M. Darby
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FEDERAL INFORMATION SOURCES FOR ADULT ILLITERACY

OBJECTIVES

Illiteracy is a major socioeconomic concern in this country. It has been, and continues to be, an impetus for a variety of projects initiated and/or supported by the United States federal government. Interested individuals and groups are often challenged as they attempt to understand the causes, extent and prior efforts to bring change.

Whether student, teacher, researcher, or writer, people involved with literacy regularly turn to governmental resources for information and assistance in their remediation efforts. As one of the world's largest publishers, the federal government produces an extensive variety of materials. Most of this material is readily available, however locating it, for those unfamiliar with government resources, often presents a challenge. To provide assistance to those planning to use federal publications, this paper accomplishes the following four objectives:

1 - To create an interdisciplinary guide to public policy for Adult Education, combining two purposes:
   A. Supply of federal information on public policy
   B. Provide assistance with searching federal sources.

2 - To build a basic understanding of federally produced information on an interdisciplinary topic.

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3 - To introduce the researcher to federal information resources using different formats and types of publications.

4 - To provide research assistance for adult educators and students.

As educators and students gain experience in their use of federal information sources, it is anticipated that they will in turn assist others in the use of these materials.

INTRODUCTION TO THE ACQUISITION AND USE OF GOVERNMENT DOCUMENTS

Background

The material presented in this paper, intended as assistance in acquiring and using federal resources in illiteracy, is suitable for a variety of endeavors. Material has been arranged from the general to the specific, and includes a variety of government publications as well as legislation. The focus is Adult Functional Illiteracy, however government publications related to other literacy concerns are included to broaden The guide's potential usefulness.

Introduction to the Federal System

In the late 1850's, the government established by law what is known as the 'depository system'. This and later statutes were combined in the Depository Library Act of 1962. Through the depository arrangement, libraries agree to accept a specified number of federal publication series, usually determined by a library's particular interests. By 1988 there were 1373 libraries so designated (Hernon and McClure p.9). Libraries not included in the system may purchase federal publications, however their collections are usually less extensive. Most large academic libraries and research institutions acquire a significant number of government documents. These are usually

shelved in a separate, but accessible area. Larger libraries normally have a documents librarian available to assist patrons.

Primary responsibility for the production and distribution of federal information belongs to the Superintendent of Documents (SuDoc) in the Government Printing Office (GPO), a position established in 1869. The federal government uses its own cataloging and classification system for materials and the Superintendent of Documents is responsible for this as well.

SuDoc also oversees the distribution of the government's printed materials to libraries and the public (Morehead p.17). Approximately sixty percent of the printing of official material is done by the Government Printing Office (GPO). The high volume of published materials allows for distribution to various agencies, departments, Congressional groups as well as for providing public availability.

Publication of material is both separate and in sets with the majroity of documents issued in series. Individual publications are usually departmental while most Congressional documents are serials.

The majority of federally produced material continues to be available in print, although the government does provide numerous series in microfiche only. Many libraries include both print and fiche in their collections, however, they may not have both sources for the same publications. Access to most federal publications, print or fiche, is accomplished using indexes,

included within the source itself or issued as a separate volume. Such indexes may be federal, commercial or both.

Electronic media is gaining in popularity as a government information source. Many libraries now include commercially published CD-ROMs as a means for searching government documents. As well, Dialog and BRS, commercial on-line services now include the Monthly Catalog. The government is also actively involved in computer technology. The use of computer systems provides an immense capacity for collection, storage, organization, control and communication of information. For government material this ability has caused concern about what, and when, information becomes available for public use. Despite these concerns, the use of computers does provide faster and easier access to information. In addition to online search systems and CD-ROMs, another growing method of electronic access to federal information is through computer networks, providing users access to numerous governmental databases (U.S. Congress Office of Technology p.).

Another development, to improve access to government publications, was including the Monthly Catalog of U.S. Government Publications on OCLC, a commercial provider of bibliographic materials (Hernon and McClure p.140). Begun in 1976, this is considered a significant improvement in bibliographic control of governmental publications, providing libraries, and thus, users better access.

The increase in quantity and availability of federally produced materials has encouraged information seekers to use library facilities, particularly where there is faster, easier access, and where staff is available to assist. Before making plans to utilize a specific library, a user might wish to consider determining its depository status and the extent of its collection. It is also possible to acquire some federal materials directly from the Government Printing Office (GPO) in Washington, D. C. The address where order forms mayh be obtained and guidelines for ordering are included in each issue of the Monthly Catalog.

Several reference texts describing the location and use of governmental material are available. Should the reader wish a more in-depth understanding of the federal information process, and the use of governmental materials, please check with a reference librarian for assistance in locating an appropriate volume.

BACKGROUND INFORMATION
on
ADULT ILLITERACY

Introduction

For many Americans being able to read and write is as natural as breathing. They give little thought to what it is like not to be able to do so. Yet, reports indicate millions of Americans lack sufficient use of these skills so basic to life. The situation had grown to such proportions that, on September 7, 1983, President Ronald Reagan launched the "Adult Literacy Initiative", a federal program directed to alleviating the problem (U. S. President, 1983, p. 1207). Few questioned the need for federal involvement. Remediation efforts were assigned to the Department of Education.

There were, and continue to be, nagging, related questions. To provide federal assistance the number of people effected needed to be identified. Before a total of those effected could be identified, definitions of Illiteracy and Adult Functional Illiteracy were needed. To develop connective programs it was important for program planners, and others, to have some understanding of efforts previously attempted. Researchers needed to know what the real effect is on the life of people who can't read or write well enough to manage their lives in contemporary society. Had the government made any previous attempts to address the problem and what had been accomplished? These are only a few of the concerns for which there were no

simple answers. To understand the federal government's interest and involvement in this issue a review of illiteracy concerns, from a national perspective, follows.

Is There a Definition for Illiteracy?

One of the first questions asked about illiteracy is the extent of the problem. To determine the number of people considered illiterate a definition of illiteracy and the difference between it and functional illiteracy is important. If basic illiteracy refers to those unable to identify the alphabet, who can neither read nor write, what defines a functional illiterate? Despite efforts in this area, a clear, concise definition has been difficult to identify, one which satisfies all involved, whether government or private agency.

From one group to another different criteria are frequently used in the attempt to establish a definition. For example, the United States' military uses grade level equivalents to establish literacy skills. Applicants reading below this level are considered illiterate and not accepted. In another area of government, the Adult Basic Education Act of 1968 established mastery of 8th grade skills as its definitive point for literacy (Kozol, 1980, p. 32). Additional attempts to establish a definitive point include the Adult Performance Level test (APL), developed in Texas several years ago. It is presently the basis for literacy assessments in several states (Illiteracy in

America, 1986). The APL attempts to identify specific adult living requisites as a guide to establishing literacy (Kozol, 1980, p. 54).

Other tests and measurements have been used or suggested. However, the problem of definition for functional illiteracy remains. Despite the variety of materials available, these are insufficient to establish solid criteria for literacy for all people in all parts of this country. In measuring literacy

> "we must ask whether we are attempting to compare and rank individuals against a common literacy 'norm' or against a specified 'mastery' level..., whether we are evaluating program effectiveness, or whether we are attempting to diagnosis individuals for instructional placement or planning." (Erhinghaus, 1990, p. 189).

This serves as a reminder that the methods used to determine and quantify illiteracy are also subject to debate.

Literacy is more than an ability to read and write. Many authorities agree that being functionally literate means an adult has the basic skills needed to function in life. Being literate implies sufficient understanding of what is being read and how this information is applied in daily living. How are such basic skills determined? This issue has been the subject of several Congressional hearings and of Department of Education reports. Collectively, these reports appear to indicate that needed skills vary considerably from rural communities to industrialized areas. It is, perhaps, for this reason that grade level or tested level of competence on a national scale has been difficult to establish as a means of defining functional illiteracy.

Who is Illiterate

According to public and private sources millions of Americans are believed functionally illiterate, unable to work in any but the most menial of positions. Those who do work are frequently passed over for promotion. Within the family, illiteracy is often passed on from generation to generation. Parents, unable to read or function adequately in areas requiring literacy skills, are unable to help their children learn what they do not know. Perhaps a more significant factor is what the illiterate misses of life.

Numerous research efforts point to illiteracy being highest among those lacking a high school education, ethnic and minority groups, those who speak English as a second language, areas with high unemployment and the economically disadvantaged (Harman, 1987, p. 45). Obviously, not everyone in these groups is illiterate, but, collectively, these segments of our society do make up a significant percentage of those considered illiterate. Illiteracy is, however, only one problem, interacting with others, among disadvantaged groups. Whenever addressing the question of illiteracy, the interrelationship of several socioeconomic factors must be kept in mind.

How Many People Are Affected

Although a firm definition of functional illiteracy has yet to be established, evidence exists that a large segment of the American population cannot read well enough to fill out an

employment application, calculate the best grocery store buy, or understand differences in advertisements. Significant variations exist in the numbers of persons believed illiterate. For example, in a 1979 Bureau of the Census report .5 percent of the population were noted as illiterate (Harman p. 29). In a comparative analysis by country of the percentage of illiterates in the adult population, numbers for the U. S. were absent (U.S. Bureau of the Census, Statistical Abstract p. 820). Does this mean that the Census Bureau believes there are no illiterate Americans? An Educational Testing Service study reported four percent (approximately 10 million) of the population as illiterate. There are those who claim upwards of 72 million Americans (30 percent of the population) fall into the category of functionally illiterate (Harman p. 29). Is it possible that some of the confusion on numbers results from including illiterates and functional illiterates in the same total? Despite the range of estimates, most reports do establish 20 to 25 million, or 10 percent of the population, as functionally illiterate.

Critically important socioeconomic factors are involved in understanding illiteracy and functional illiteracy and how each of these interacts with and affects other areas of life. No single issue can be pointed to as cause or effect. Some people believe schools are not doing their work, they are not teaching effectively. Others, including educators, school boards, and state governments, look to federal laws and institutions, not

only for funding but for those initiatives they think will bring about a stronger national educational performance.

However, people do not remain in school forever. Sooner or later they must move into the work force. Those who have acquired sufficient skills, either through regular classroom channels or remedial instruction, bring these skills to the workplace. Literacy is a factor known to increase an employee's real income and personal sense of worth. Illiteracy, often supported by factors such as poor housing and lack of motivation, can interact on one's desire and ability to look for improvement in life. All of these transcend local concerns and serve to remind us that illiteracy and functional illiteracy are issues which require broad action, with both private and public commitment.

Congressional Efforts

Throughout the past twenty-five years, Congress has attempts to redress the problems of illiteracy. Unfortunately, illiteracy does not appear to be a cause which prompts quick or concerted effort on the part of Congress. Often Congressional actions are included in other legislation or watered down to make passage acceptable.

One of the first congressional actions was included in the Economic Opportunity Act of 1964. Two years later the broadly based Adult Education Act was approved, with appropriations reapproved regularly. A recent effort includes the 1989

legislative proposal addressed specifically to illiteracy, entitled Adult Basic Skills Act of 1989. Both House and Senate versions were referred to committee. The bill was incorporated into a larger educational action in 1990. The Congressional Quarterly followed the bill through 1990 noting Senate approval of its version in February. The bill did not get to the floor in the House. Each attempt to do so was stymied and on October 27, 1990, as Congress recessed, the entire bill was defeated (Congressional Quarterly, 1990, p. 3314). Additional Congressional efforts will be reviewed later in this paper.

Comment

A definition of functional illiteracy and the numbers affected may be difficult to identify at present. However, attempts at resolving the problems of illiteracy continue. Efforts such as one to one instruction with a literacy volunteer, regular classroom instruction, or courses in high schools on basic skills are methods currently in use. Less concern with defining illiteracy, and more concern with those factors which interact with, and contribute to it, would bring benefit to all, literate and illiterate.

BACKGROUND SOURCES

The sources listed below include both governmental and non-governmental. An asterisk has been used to identify non-governmental materials.

*Chisman, Forest P. Jump Start The Federal Role in Adult Literacy. Southport: Southport Institute for Policy Analysis. 1989.

Congressional Quarterly, Inc. Congressional Quarterly. Washington, DC. 1990.

*Eringhaus,Carolyn. "Functional Literacy Assessment: Issues of Interpretation". Adult Education Quarterly v 40, No.4, Summer 1990.

*Harman, David. Illiteracy: A National Dilemma. New York: Cambridge Book Co. 1987.

*Hernon, Peter and Charles R. McClure. Public Access to Government Information: Issues. Trends and Strategies. Morwood, New Jersey: Ablex Publishing Corporation. 1988.

*Katz, William. Introduction to Reference Work, Volume 1 Information Sources 5th ed. New York: McGraw-Hill Co.

*Kozol, Jonathan. Prisoners of Silence. New York: Continuum Publishing Co. 1980.

*Morehead, Joe. Introduction to United States Public Documents. Libraries Unlimited, Inc. 1975.

Reagan, Ronald, (U. S. President 1980-1988). Weekly Compilation of Presidential Documents. U. S. Office of Federal Register National Archives and Records Service. General Services Administration. Washington, D. C.: GAO, 1983.

U. S. Bureau of Census. U. S. Bureau of the Census Statistical Report. Washington DC.: GAO, 1980.

U. S. Dept. of Education. Illiteracy in America: Extent, Causes and Suggested Solutions. Washington, DC.: GAO, 1986.

U.S. Congress. Office of Technological Assessment. Computer Based National Information System: Technology and Public Policy Issues. Washington, DC.: GAO, 1981

COMMENTARY ON FEDERAL RESOURCES

Federal Information Sources

Material produced by the federal government comes from a wide variety of sources. Once this material is published, or produced in other formats, its availability is indicated through listings in various governmental and commercial indexes. The primary government index for federal material is the Monthly Catalog of United States Government Publications. Most libraries will have multiple years of this index and may also have a CD-ROM version and/or access to the online version. While easier and faster to use, the privately published CD-ROM version may not include all available materials. A major commercial indexing firm, the Congressional Information Service (CIS), produces the CIS Index, for Congressional information, and the American Statistical Index (ASI) for Statistical material. Reading the introduction will be of assistance in using these indexes. A sample entry of each is included in Appendix II.

In addition to the numerous paperbound materials published by the government, hardbound volumes, usually serials, are available for searching materials like legislation and law. Specifically, the set of "Slip laws" which covers new legislation as it is passed, and the United States Statutes at Large which covers legislation annually. The United States Code then incorporates these statues into existing law. The Code is divided into 50 separate areas or titles. New legislation on education,

for example, will be included in Title XX, with all prior educational legislation. Chapter 30, in Title 20, covers basic education for adults. The Code is reprinted on a regular basis, but not yearly. Between full printings supplemental editions are provided. The U. S. Code is an excellent source in which to find existing law and to trace changes over time.

The Weekly Reports, published commercially by Congressional Quarterly, Inc, tracks the activities of Congress. It includes committee hearings, reports the status of legislation, roll calls and votes, and the passage or defeat of proposed legislation, providing invaluable assistance for following legislative action.

The Code of Federal Regulations cumulates annually the rules and regulations promulgated by federal agencies which are responsible to implement legislative mandates. Rules and regulations, together with other administrative material, are first published in the daily Federal Register.

Understanding the process of governmental activity is helpful. Although limited to basics, the following provides a brief overview of the generation of federal information. Agency activities include program development, research, regulations, public hearings and the publication of information for the general public. As well as agencies acquire materials on their areas of responsibility and incorporate them into databases. As noted, once published by the government, materials are listed also in the Monthly Catalog. It may take some time between actual writing and publication. Interest generated through

agency activities, lobby groups, pending legislation, and the mass media lead to legislative hearings on specific issues. These hearings may be held before or after legislation has been proposed or passed.

Department of Education

Publications on educational matters, such as literacy, may be departmental or may be the result of federally sponsored programs such as the Education Resources Information Clearinghouse (ERIC). ERIC collects material, indexes and abstracts it, forwards it to the GPO which publishes Resources in Education (RIE). ERIC also indexes and abstracts commercial journal articles publishing the Current Index of Journals in Education (CIJE). These two indexes are also available online, in the ERIC database. Some materials are listed in both the Monthly Catalog and ERIC. CD-ROMs are available for ERIC in many libraries.

General Sources for Facts and Data

Essential in research is information related to the scope of the problem. In using federal materials, the sources where a researcher looks depend on the subject matter and whether satistical or textual reporting is needed. In federal resources, statistics are located in the U. S. Census Reports. Census reports also include text, analysis, introductions, along with

other materials. In addition, textual information can be located through indexes such as American Statistical Index (ASI). The American Statistics Index (ASI), provides a major means of access to federal government statistics, particularly when more than numbers are needed. It is specifically for access to governmentally produced statistical information. ASI should be available in the reference area of college and university libraries as well as larger public facilities. For example, on literacy, the Census Bureau has collected information about the numbers of people in various categories but these data do not include information on causes. One volume, The U. S. Bureau of the Census Statistical Abstract, is very easy to use for locating factual information.

When a researcher's goal is to ascertain how many people seek educational assistance, and for what reason, or how many people are involved in remedial programs, this material is located using further statistical indexes. One possible source, the International Statistics Index, is usable for cross cultural research. More sources for facts and data will be listed on page 25.

Congressional Hearings

Committees in both houses of Congress hold hearings to assist in consideration of issues before them. Over the past several years various committees in Congress have held hearings on the subject of literacy and illiteracy and listened to, or

read, testimony supporting the importance of Congressional action. Locating documents on hearings begins with searching either a federal or commercial index, such as the Monthly Catalog or the Index of the Congressional Information Service (CIS). For federally published sources, depository libraries usually maintain a separate documents collection. In this case, the key to locating material on the shelf is the DuDoc number (in this resource guide these are provided at the end of each item below). Inquiring at the reference desk for assistance at the beginning of one's search will help acquaint the user with the library's method of shelving documents.

Legislation

Illiteracy has been called a national disgrace, one possible reason for the periodically intensified interest among members of Congress over the past quarter century. This interest can be noted in the wording changes of legislation between the 1960's and the 1980's. Legislation provides a thermometer of popular and congressional interest. Congressional interest has helped to generate, at least in part, the large volume of printed material on illiteracy available to the public. As noted the federal government publishes the Congressional Record, Slip Laws, the U. S. Statues at Large, and the U. S. Code. Congressional Quarterly, Inc., a commercial publishers, publishes the Weekly Reports and the Almanac (annually).

SELECTED FEDERAL DOCUMENTS AND PUBLICATIONS

The following resources cover several areas. Educational publications produced primarily under the Department of Education are followed by sources for facts and data. Reports of Congressional hearings precede an overview of legislation on adult education and illiteracy. Each entry includes a standard bibliographic citation and SuDoc number, when available, to assist in locating the item. Brief annotations are also included. The sections under "Department of Education" and "Facts and Data" are in descending chronological order, while hearings and legislation are in ascending order. The use of ascending chronology for hearing and legislation allows the user to tract legislation efforts while the descending order for statistics and education provide the most recent information first.

The appendices include additional governmental publications, without abstracts, graphical in reading an index, and an explanation of abbreviations used.

DEPARMTENTAL PUBLICATIONS

U. S. Dept. of Education. Making the Connection: a Report for Literacy Volunteers Working With Out-Of-School youth. Washington: GPO 1988.

Discusses literacy outreach programs aimed at young adults, both the undereducated and the school drop out.

_____. Adult Literacy: Skills for the American Work Force. Washington: GPO 1987. ED 1.310/2:284980

Examines the nature and extent of Adult literacy needs in the work force. Basic literacy skills are considered a necessity in acquiring technical knowledge. A list of skills needed by the American worker is included.

_____. Adult Literacy: Industry Based Training Programs. Washington: GPO. 1987. ED 1.301/2:284981

Ernest Fields, William Hull and Judith Secher for the National Center for Research in Vocational Education report on developments in industry training programs.

_____. Organizing Literacy Programs for Older Adults. Washington: GPO 1988. Ed 1.310/2:285001

Belle Jacobs and Catherine Ventura-Merkel report on the Literacy Education for the Elderly Project of the National Council on the Aging.

_____. Adult Literacy Programs and Practices. Columbus, OH. National Center for Research in Vocation Education. 1987. Ed1.310/2:284979

A study prepared at the National Center for Research in Vocational Education, at Ohio State University, by Robert E. Campbell. Designed to improve the link between basic skill instruction and entry into vocational training programs. Information related to Adult Basic Education and English as a Second Language are discussed. Report includes recommendations.

_____. Final Report for Computer Assisted Instruction Adult Literacy. Washington: GPO 1987. ED 1.310/2:287527

Mary Vainia and Janet Gesia for the U. S. Office of Education in cooperation with the Arizona State Dept. of Education report on computer assisted instruction in Adult Literacy programs.

_____. Level 1: An Adult Basic Skills Writing Workbook. Washington: GPO. 1987 ED 1.310/2:288681.

Rosemeri Barabe, Laurie Polhill and Ollie Lovett, under a grant by the U. S. Office of Education under the Indian Education Act, Title IV, report on basic education and literacy programs. The writing workbook is one of several reports under this grant.

_____. An Instructional Guide for Language Experience Approach For Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program. Washington: GPO 1987. ED 1.310/2:286046.

Guide for training literacy tutors working on a one to one basis. Covers computers in literacy and language experience approach, use of students own words as a teaching mechanism. Steps for using the language experience approach are included.

_____. Illiteracy in America: Extent, Causes and Suggested Solutions. Washington: GPO for National Advisory Council on Adult Education. 1986 Y3.Ed 8/4:2 I1 6

Discussion of the extent and causes of adult functional illiteracy which includes some explanation of the APL and offers suggestions for remediation of the problem. A separate volume covers the executive summary and is located by number Y 3.Ed 8/4:2:I1.

_____. Indiana Adult Literacy Initiative Replication Guide. Indianapolis: Indiana Dept. of Education. 1986 ED1.310/2:268225

Prepared by Judith Samuelson for Indiana Department of Education at the request of the U. S. Dept. of Education the Indiana solution to problems of adult illiteracy are examined. Strategies involved the development and implementation of four basics: volunteerism, public-private sector partnerships, networking and instruction. Statewide cooperation underwritten by "13 secrets to success" help establish it as a model program.

_____. Adult Illiteracy Volunteers, Issues and Ideas. Information series No. 301. Washington: GPO 1985. ED1.310/2:260303

Discusses the role of volunteers in literacy programs historically; raises questions on effectiveness and community circumstances. Includes an overview Literacy Volunteers of America and Laubach Literacy Action. The author asks if there's a difference between promoting literacy and eradicating illiteracy. Problems in volunteer organizations are noted with suggestions for changes.

_____. Changing Titles: Functional Illiteracy For the Automated Workplace. Portland: Northwest Regional Education Laboratory. 1985. Ed1.310/2:264395

Functional illiteracy has employer and employee costs. A report for the National Institute of Education by Nancy Conlin, presents background on workplace illiteracy, recommending curricular changes and remedial training.

_____. Adult Literacy Education. Columbus, OH. Clearinghouse on Adult, Career, and Vocational Education. 1985. ED1.310/2:2592

Referring to the complex social problems of Adult Functional Illiteracy, this paper focuses on the definition of functional illiteracy, the characteristics of an illiterate and the purposes of literacy education. It draws attention to the personal achievements of some illiterates, particularly those who have become frustrated with present programs. The article also discusses options open to those affected and those planning assistance.

_____. Television Technologies in Combating Illiteracy. San Francisco, Far West Laboratories. 1985 ED1.310/2:2253772

Responding to Pres. Reagan's 1983 Initiative on Adult Literacy, this project considers the uses of television technology in literacy programs and the advantages and disadvantages of TV as an instructional medium.

_____. Adult Literacy: Current and Future Directions. Columbus, OH. ERIC Clearinghouse on Adult Career and Vocational Education. 1984 ED1.310/2:246308

Prepared for the Clearinghouse on Adult Career and Vocational Education by Arlene Fingeret this paper examines and clarifies accepted ideas and stereotypes of adult illiteracy, focusing on individual and community orientation to program approaches. Following a detailed discussion of the issues the information is synthesized.

_____. Ensuring Effective Adult Literacy Policies and Procedures at the Federal and State Level. Washington: GPO 1984. Ed1.310/2:260287

Enactment of the 1966 Adult Basic Education Act to alleviate illiteracy included the use of federal monies in certain areas of education. Usually the responsibility of the states, the 1984 directives returned the costs of educational programs to the states. Other issues addressed in this paper include policy and procedural issues and quality control evaluation.

_____. An Adult Illiterate Speaks Out:Personal Perspectives on Learning to Read and Write. Washington: GPO 1980. Ed1.302:AD9/2

Drawing on the first-hand experiences of illiterate clients, Anne Eberle and Sandra Robinson, for National Institute of Education, relate what it does and does not mean to be illiterate and speak of the process of acquiring literacy.

U. S. Department of Education and U. S. Department of Labor. The Bottom Line: Basic Skills in the Workplace. Washington. GPO 1988. ED 1. 310/2:291922

Emphasizing the importance of literacy on the job, this combined effort of the Departments of Education and Labor addresses literacy programs and employee training on the job.

U. S. Department of Health, Education and Welfare. Office of Education. Handbook for Organizing and Managing Literacy Programs for Adults. Washington. GPO 1978 HE 19.108:L 71

Edited by Don A. Brown of the University of Northern Colorado, this booklet covers public relations, delivery of instructional services, staffing, approach and evaluation of literacy programs.

SPECIFIC SOURCES FOR FACTS AND DATA

U. S. Department of Education. Adult Learning and Literacy: Education for Homeless Adults. Washington. GPO 1991. ED 1.2:H75

In addition to data for educational services and programs for the homeless this report includes a summary report and profiles of programs in all states and Puerto Rico.

_____. Young Adult Literacy and Other Basic Skills Effect on Job Performance. Washington. GPO 1986 ED 1.2:P75/4

This publication includes test scores by occupation, race and education level. Written by Paul Barton and Irwin Kirsch, the report includes participant scoring on prose, documents and quantitative literature. Offers statistics and tables, such as full time employment for those age 21-25.

_____. Adult Literacy Programs: Services, Persons Served and Volunteers. Washington. Office of Education Research and Improvement 1986. Ed1.310/2:268387

A research program studied the role and training of volunteers in adult literacy programs. During 1985 the Center for Statistics collected information on 2900 adult education programs throughout the nation. Analysis of the information helped provide insights on adults receiving literacy help.

_____. Trends in Adult Education Statistics 1969-1984. Washington. Office of Educational Research. 1984. ED1.1-2:Ad9/2

This publication includes information on education services, participation rates, basic skill level results, reasons for becoming involved in the program, for men and women. Particularly useful for those interested in the results of previous efforts in illiteracy.

_____. Guidebook for Effective Literacy Practice. Washington. GPO. 1984 Ed1.310/2:253776

Designed to provide current detailed information on effective literacy assistance, the National Adult Literacy Project's survey covers 213 public and private programs. It provides detailed descriptions of the survey and the tabulations.

_____. Office of Educational Research and Improvement. Literacy, Profiles of America's Young Adults. Washington. GPO 1987 ED 1.31/2:275692

Related specifically to today's young adults, the material includes factors affecting literacy for this group including literacy materials in the home, level of parental education, reasons for leaving high school, and current occupational and education status. Levels of literacy for this group are also discussed.

U.S. Bureau of the Census. U. S. Bureau of the Census Statistical Report. Superintendent of Documents. GPO 1980.

Page 820 of this volume includes a table of approximately 50 countries comparing the public cost of education as a percent of total public expenditure, percent of gross national product in a specified year and the percentage of adult population that is illiterate.

CONGRESSIONAL COMMITTEE HEARINGS

U. S. Congress. House of Representatives. Committee on Education and Labor. Illiteracy and the Scope of the Problem in this Country. 2nd session, 97th Congress. Washington. GPO 1984 Y 4.Ed 8/1:I16/2

Recognitizes the ability to read and write as essential for all Americans. Hearing includes reports by the Secretary of Education, educational project directors and other interest presenters with information relating to the problems of illiteracy. Includes descriptions of a number of literacy programs.

U. S. Congress. Senate. Hearing Before the Subcommittee on Post Secondary Education. Washington. GPO 1984 Y4.Ed8/1:I16/2.

This hearing was held to explore the problems surrounding adult illiteracy and to receive recommendations on programs for remediation.

U. S. Congress. House of Representatives. Committee on Education and Labor. Oversight hearing on successful education programs relating to illiteracy. 1st session, 99th Congress. Washington. GPO 1985 Y 4. ED 8/1:99-78

Purpose of this hearing was to address problems in American education, and to identify and lend support to those successful and cost effective policies, practices and programs which have been developed since 1965.

U. S. Congress. House of Representatives. Committee on Education and Labor. Subcommittee on Elementary and Secondary Education. Oversight on Illiteracy in the United States. 2nd session, 99th Congress. Washington: GPO 1986. Y4.ED8/1:99-91

The Subcommittee is a joint group of both houses. Testimony placed blame on the educational system criticizing it for social ills such as teen pregnancy, high crime rates, welfare costs and illiteracy. Numerous letters and personal testimony came from those particularly concerned with the problems of illiteracy and who voiced the need for additional programs.

U. S. Congress. House of Representatives. Committee on Education and Labor. Subcommittee on Elementary and Secondarby Education. Oversight on Illiteracy in the United States. Washington. GPO 1986 Y4.Ed8/1:99-134

Frequently hearings will be held in various locations, allowing greater public comment. While this particular hearing, like others, included finger pointing to assess blame, it also offered congratulations for the accomplishments of existing programs and pleas for more action. Requests for improvements in Chapter I entitlement programs were made. Part ofthe testimony was a moving description of the problems of functional illiteracy, including the frequent inability to understand and use unit pricing in stores, read bus schedules or read even simple poetry.

U. S. Congress Special Committee on Aging. Developments in Aging: 1986. Washington. GPO 1986. Y1.1/5:99-242 v.3

Hearing concerned the affects of the problems of illiteracy on the elderly.

U.S. Congress. Senate. Oversight Hearing on Illiteracy. Washington. GPO 1987. Y4.Ed8/1:99-140

Governor Bailes of Virginia spoke of the situation within prisons, underscoring the cycle of crime which can follow, along with the problems of illiteracy, those who lack skills necessary to survive in society. Included among the hearing participants were project directors from state illiteracy projects and the Director for Adult Literacy Initiatives in the U. S. Dept. of Education. Representatives from the American Broadcasting Company spoke on the role the media will play in Project Literacy U.S.

U. S. Congress. Joint Economic Committee, Subcommittee on Education and Health. The Education Deficit: a Staff Report Summarizing the Hearings on "Competitiveness and Quality of the American Work Force. Washington. GPO 1988 Y 4.Ec7:Ed8/5

Continuing concern for improving the literacy skills of American workers formed the basis for the work of this committee.

U. S. Congress. House of Representatives. Oversight Hearing on Illiteracy. Washington. GPO 1988 Y4.Ed8/1:100-6

Considered reauthorization of the Department of Education's Literacy Program.

U.S. Congress. House of Representatives. Hearing on Workplace Literacy Act. Washington. GPO 1988. Y4.Ed8/1:101-7

This hearing includes description and discussion of the New York City and New York State Adult Literacy Programs. Support was provided for House Resolution 1342, called the Workplace Literacy Act.

U. S. Congress. House of Representatives. Hearing on Workplace Literacy. Washington. GPO 1989. Y4.Ed8/1:101-63

The growing crisis surrounding the lack of basic skills and consequent unemployability of Americans has prompted the proposed Workplace Literacy Act. The hearing explored many of the problems, including the dependence of society on literacy for survival. Some of the witnessess presented technical and graphs which indicated higher levels of illiteracy among minorities.

U. S. Congress. Senate. Committee on Labor and Human Resources. 101st Congress, 1st session The National Literacy Act of 1989: Report to accompany S. bill 1310. Washington. GPO 1989. Y 1.1/5:101-196

Summary and history of pending legislation, eventually defeated, and of federal literacy programs. Includes need, analysis and changes from existing laws.

U.S. Congress. Senate. Committee on Labor and Human Resources. Subcommittee on Education, Arts and Humanities. Hearing on Eliminating Illiteracy, May 4, 18,and July 10, 1988. Washington. GPO 1989. Y 4.L I1/4:S 101-260.

Heard testimony relating to the general problems of illiteracy, illiteracy in the workplace and in prisons. Support was sought for the Job Training Partnership Act Bill.

LEGISLATION AND REGULATIONS

U. S. Congress. Joint Resolution Designating July 2, 1990 as National Literacy Day. Washington. GPO 1990. AE 2.110:101-327

Two page pamphlet with the text of this resolution.

"Elementary and Secondary Education Act of 1965" (P.L. 89-750) in U. S. Statues at Large, 89th Congress 2nd Session. Vol. 1. Washington. GPO 1966.

Enacted on 11/3/66, this statute replaced the Economic Opportunity Act of 1964. Identified an adult population which needed assistance in overcoming English language limitations. This, the primary law which defined adult education, provided grant allowances to individual states. Also established authority for the President to appoint an Advisory Committee on Adult Basic Education. This act is considered by many to be the origin of adult education programs.

"Amendment to the Elementary and Secondary Education Act of 1965" (P. L. 90-247) in U. S. Statues at Large, 90th Congress 2nd Session. Vol. 1. Washington. GPO 1968

Signed into law on 1/2/1968, this statute sought to broaden the scope of the earlier act, changing the amount and allocation formula for funding, and including private groups as providers of service.

"Amendment to the Elementary and Secondary Education Act of 1965" (P. L. 90-576) in U.S. Statutes at Large, 90th Congress, 2nd Session. Washington. GPO 1968.

Reduced the age limit for those to be included in programs from 18 to 16.

"Amendment to Elementary-Secondary Education Act of 1965." (P. L. 91-230) in U. S. Statutes at Large, 91st Congress, 2nd Session. Washington. GPO 1970

Signed 4/13/70 this provision is called the Adult Education Act. Its aim was to expand educational opportunity and encourage the establishment of programs for adult public education through federal grants and allotments to the states and territories. It defined the establishment of each program and provided grants for special projects and teacher training. The President was requested to form a National Advisory Council on Adult Education.

Library Services and Construction Act of 1970. (P. L. 91-600) U. S. Statutes at Large 91st Congress, 2nd Session. Washington. GPO 1970-71

This an amendment to the Adult Education Act, to make changes in funding, was signed 12/30/1970.

"Amendment to the Adult Education Act". (P. L. 92-318). U. S. Statutes at Large, 92nd Congress, 2nd Session. Washington. GPO 1972

Act established the Bureau of Occupation and Adult Education.

"Amendment to the Adult Education Act". (p. L. 93-29). U. S. Statute sat Large 93rd Congress, 1st Session. Washington. GPO 1973.

This law, signed 5/3/1973, authorized state and local agencies, along with private organizations, to provide and promote programs for the elderly, especially those for whom English is a second language, and to assist such persons to deal more effectively with the practical problems of everyday life.

[PL94-135 passed on 11/28/75 and PL94-273 passed on 4/21/76 made no major new provisions and were basically to institute grammatical changes to the Adult Education Act.

"Amendment to the Adult Education Act". (P. L. 93-380).
U. S. Statutes at Large 93rd Congress, 2nd Session.
Washington. GPO. 1974

This amendment makes provision for community public buildings, such as schools, to be used for outreach programs for education, recreation or other interests. Also provided an extension of manpower development programs and established a clearinghouse for adult education. Additional provisions were made in bilingual programs.

"Amendment to the Adult Education Act". (P. L. 94-405)
U. S. Statutes at Large, 94th Congress, 2nd Session.
Washington. GPO 1976.

Signed 9/10/1976, this amendment established assistance to Indochinese refugees seeking to gain basic skills.

"Amendment to the Adult Education Act". (P. L. 95-561).
U. S. Statutes at Large, 95th Congress, 2nd Session Vol 2.
Washington, GPO. 1979

Included a statement of purpose to enable all adults to acquire the basic skills necessary to function in society and to encourage them to seek continuing education and or vocational training. Includes word changes which affect the position of private agencies in education. It specifies funding levels into 1983 and makes provisions for immigrant groups, including Indochinese refugees.

[PL96-46 and PL 97-35 again provide word and punctuation changes in order to correct or preserve the bills intentions and notes changes in spending levels. PL96-88 established cabinet level rank for the Department of Education.]

"Amendment to the Adult Education Act". (P. L. 98-511). U. S. Statutes at Large 98th Congress, 2nd Session. Washington. GPO 1984

On 10/19/1984 this action was taken to specifically include literacy in the law. Recognizing the importance of literacy in education, this law established appropriation levels to develop, demonstrate, disseminate and evaluate programs and projects.

This is a milestone measure. The inclusion of literacy in the wording of the law reflects its importance in educational matters.

"Amendment to the Adult Education Act". (P. L. 100-297). U. S. Statutes at Large 100th Congress, 2nd Session. Washington. GPO 1987

Reaffirmed the definition of adult. The purpose of the law redefined to include literacy and established appropriation levels. Signed 7-22-1987.

This bill also established the importance of workplace literacy, reaffirmed the importance of adult literacy and established grants for programs.

In 1989 both the Senate and the House of Representatives introduced legislation designed to place new efforts to improve workplace literacy. Hearings were held with plans that the bills would come to vote in the Spring or Summer of 1990. The final vote came in 1991 and the bills were defeated.

APPENDIX I

ADDITIONAL TITLES

U. S. Dept. of Education. Adult Literacy Volunteers - Eric Digest #48. Prepared by Susan Imel for Office of Educational Research, U. S. Dept. of Education. Columbus: Clearinghouse on Adult, Career and Vocational Education. 1986. ED1.310/2:268301.

_____. (ERIC) Adults in Crisis: Illiteracy in America. Andover. Far West Lab for Educational Research and Development 1985. ED 1.310/2:254755

_____. Adult Illiterates and Adult Illiteracy Programs: A Summary of Descriptive Data. Prepared by Janet McGrail for the San Francisco National Adult Literacy Project under counteract with Office of Education Research San Francisco: National Adult Literacy Project. Ed1.310/2:254756

_____. Adult Literacy Volunteers: Issues and Ideas. by Paul Ilsley for ERIC: Adult Career Vocational Education. Washington: GPO. 1985. ED 1.310/2:260303

_____. Functional Illiteracy in America: Issues, Experiences and Dilemmas. Washington. National Institute of Education. GPO 1984. ED 1.310/2:259232

_____. Handbook for Organizing and Managing Literacy Programs for Adults: A Resource for Those Concerned with Effective Organization and Management of Adult Literacy Programs. Washington. GPO 1979 HE19.108:L71

U. S. Department of Education and Department of Labor. The Bottom Line: Basic Skills in the Workplace. Washington. GPO 1988.

APPENDIX II

Explanation of various components of a sample entry in ASI, CIS and the Monthly Catalog

Center for Educational Statistics
General Special Publications

ASI 4828-30
Trends in Adult Education 1969-84
[1987] vi + 57p
CS87-307 Item 461 A-1
GPO $3.25 ASI/MF/3
S/N 065-000 00288-44
Ed1.1-2:Ad 9/2
MC 87-13787 LC 87-601557

Explanation of abstract information

The U. S. Department of Education's Center for Education Statistics produced this publication.

ASI 4828-30 is the accession number for ASI . It came from the subject index volume for 1987 and is how the item is accessed in the volume of abstracts for the same year. Cumulative index volumes for several years are also available.

Trends in Adult Education 1969-84 is the publication title while [1987] is the year published and vi+57p is the number of pages.

ASI/MF/3 indicates that ASI puts out microfiche for the material. It's fiche number is CS87-307.

Item 461 A-1 is the depository library number.

To order material from the GPO stock numbers are needed, in this instance S/N 065-000 00288-44, the cost is $3.25.

SuDoc number for print or fiche is ED1.102:Ad/9/2

MC 87-13787 is this publications number in the monthly catalog and LC 87-601557 is the Library of Congress number.

Example from CIS

Illiteracy and the Scope of
the Problem in this Country
Sept. 21, 1982 97-2
iii+83p. CIS/MF
Y4.Ed 8/1:I16/2
MC 84-18213 LC84-602610

(Hearing before Subcommittee on Post Secondary Education)

Illiteracy and the Scope of the Problem in this Country publication title for a hearing held on September 9, 1982.

CIS/MS/3 Indicates that CIS has produced this material in microfiche.

Y4.Ed 8/1:I16/2 this is the SuDoc number for the paper copy printed by the U. S. Government Printing Office.

MC84-18213 assists in locating the publication in the Monthly Catalog. Material published by the government printing office is numbered sequentially, thus one looks first for 1984 and then for the issue with 18213 within.

LC84-602610 is the Library of Congress number for the publication.

Monthly Catalog Example

Subject searching using the Monthly Catalog involves first checking the index to locate the item listing number.

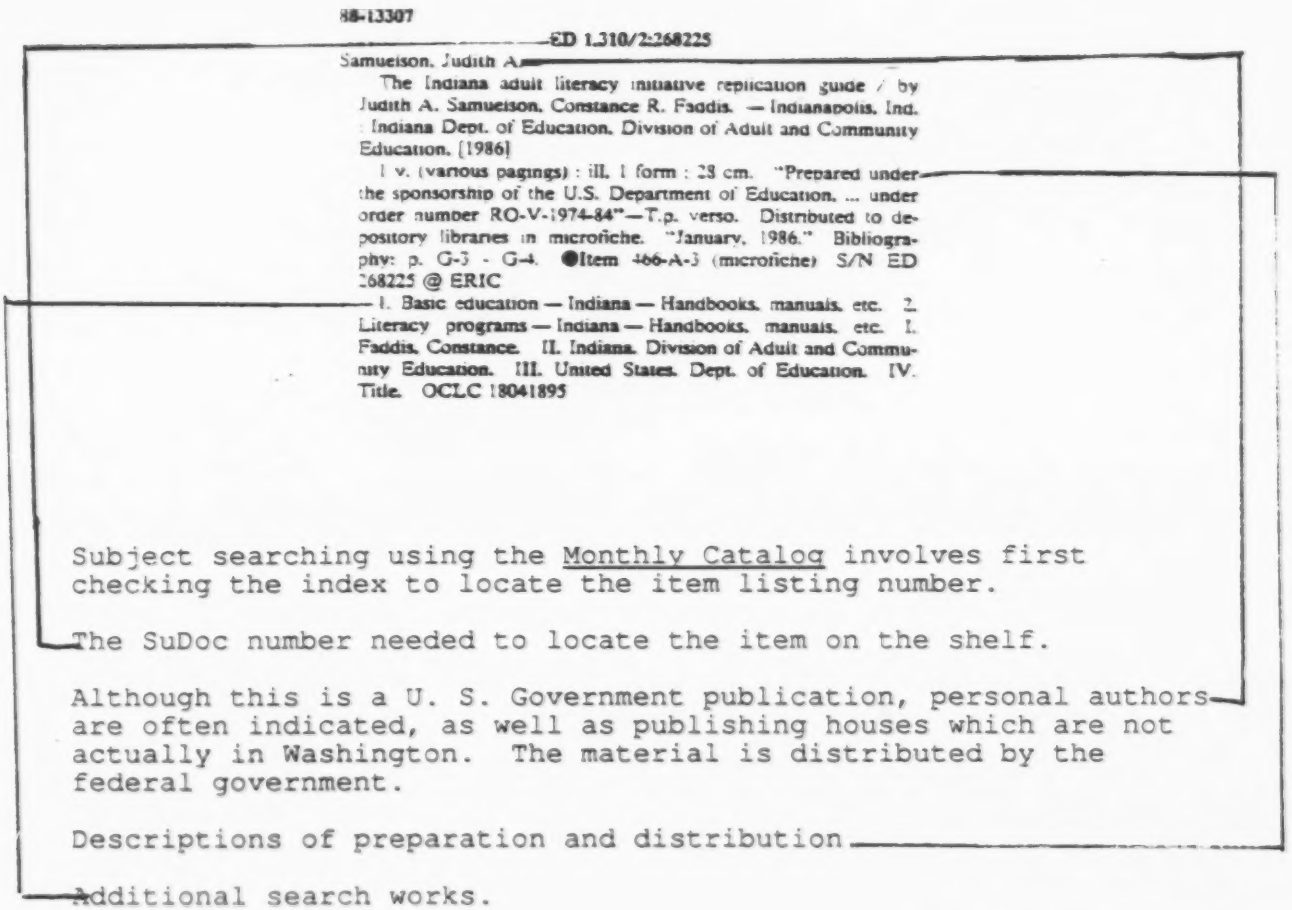
The SuDoc number needed to locate the item on the shelf.

Although this is a U. S. Government publication, personal authors are often indicated, as well as publishing houses which are not actually in Washington. The material is distributed by the federal government.

Descriptions of preparation and distribution.

Additional search works.

Monthly Catalog Example



88-13307

ED 1.310/2:268225

Samuelson, Judith A.

The Indiana adult literacy initiative replication guide / by Judith A. Samuelson, Constance R. Faddis. — Indianapolis, Ind. : Indiana Dept. of Education, Division of Adult and Community Education, [1986]

1 v. (various pagings) : ill. 1 form ; 28 cm. "Prepared under the sponsorship of the U.S. Department of Education, ... under order number RO-V-1974-84"—T.p. verso. Distributed to depository libraries in microfiche. "January, 1986." Bibliography: p. G-3 - G-4. ●Item 466-A-3 (microfiche) S/N ED 268225 @ ERIC

1. Basic education — Indiana — Handbooks, manuals, etc. 2. Literacy programs — Indiana — Handbooks, manuals, etc. I. Faddis, Constance. II. Indiana. Division of Adult and Community Education. III. United States. Dept. of Education. IV. Title. OCLC 18041895

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Descriptions of preparation and distribution

Additional search works.

ABBREVIATIONS

APL	Adult Performance Level
CD-ROM	Compact Disc - Read Only Memory
ERIC	Educational Resources Information Center
GPO	Government Printing Office
CIJE	Current Journals in Education
CIS	Congressional Information Service
OCLC	Online Cooperative Library Cataloging??
Sudoc	Superintendent of Documents